No. 182

The Christian News-Letter

Edited by J. H. OLDHAM

May 19th, 1943

DEAR MEMBER,

In the first number of the News-Letter the question of the country's youth was said to be "perhaps the most vital with which the nation has to deal in its internal life." It is a question to which we are now giving our major attention. This letter contains the first-fruits of a great deal of active discussion by groups, in which both educators and industrialists were represented, and of many conversations, interviews and visits.

WHAT IS WRONG?

As was remarked in our last News-Letter, the English are not cruel, but they come near to being callous. We should most of us be up and doing if there were active cruelty afoot; but the shocking waste of human ability, initiative and industrial productivity resulting from our neglect of youth leaves us largely cold, because our imaginations have not been stirred to see the picture as a whole.

1. *The Abruptness of the Change from School to Work*

At the end of the school term in which they attain their fourteenth birthday, eighty-five per cent of our children pass from school to work, and from being a child to being a young adult in an adult world. Hours of work increase immediately from the five-and-a-half-hour school day to the eight-hour working day. The systematic medical and dental supervision, the regular periods for physical exercise and games, the school milk and hot meals—all of which have contributed so much to the building of a healthy generation of childhood—come to a sudden end. The long school holidays, which before the war meant summer camps for an increasing number of school children, are reduced with a few exceptions to a single week.

Moreover, this plunge takes place at the worst possible age—fourteen. At what point in life are medical oversight, regular exercise and an avoidance of overstrain more important than at the beginning of puberty? But fourteen is a bad age for such a change from another point of view. The individual skills and aptitudes which indicate a particular bent only begin to appear in adolescence. It is only the highly-developed thirteen-year-old that shows clear signs of being suited to a particular job. For the rest, the risk of making a wrong choice is great.

2. *Too Many Jobs*

There are far too many jobs available for fourteen-year-olds. The school leaver has little difficulty in finding a job. If he has wise parents who realize the value of a low-paid job which offers a possibility of

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training and of permanency, or if he falls into the hands of a first-class juvenile employment officer and acts on his advice, he may be put into a satisfactory job. But many parents are poor and some are feckless, and for them the number of immediate openings offering higher wages and demanding no training are an irresistible temptation. The boy can begin at once on the (to him) dazzling process of earning a wage and pick up what little knowledge he needs as he goes along. In three months or less he is bored : he hears from a pal of another job at slightly higher wages and is off to it at once. It is not rare for boys and girls of sixteen to have had six or more jobs since they left school.[1]

At sixteen the young person becomes insurable and must in most trades be paid trade union rates. He is more expensive to employ, and he is not only untrained because the jobs he has held gave him no skill, but through lack of discipline all too frequently pretty well untrainable. The war by creating a great demand for labour has intensified this problem and brought it more clearly before our eyes, but the war did not create it nor will its conclusion remove it. Any scheme of part-time education without control of work will increase the scramble for juvenile labour. There is no blacker spot in the story of our neglected youth than this failure to provide the right opportunities of employment for those who have just left school.

3. *Too Few Vocations*

Although the number of jobs available to fourteen-year-olds is legion, the number of *vocations* open to them at that age is lamentably small. Most of the jobs are alike in being monotonous, unskilled, impermanent. Just before leaving school, child and parent usually attend a school leavers' conference where with the head master, the local juvenile employment officer and the head of the evening institute, a brief ten minutes is spent in discussing what sort of job the boy or girl should go into.

No one supposes that things can be so arranged that all preferences can be gratified ; boys and girls have to be fitted into the jobs that are available. But this brings us face to face with the major issue : are boys and girls to continue to be the victims of the present purposes of society, or is the nation prepared to re-examine and change its purposes, so as to create real opportunities for its boys and girls ?

4. *Too Wide a Gulf between School and Work*

There is not sufficient overlap between school and work. They are two separate worlds. One ends and the next begins.

The overwhelming majority of our elementary school teachers have passed from secondary school to training college, and from training college to teaching posts in elementary schools without any first-hand experience of industry and commerce. They do not know by experience the world into which their pupils pass, and, what is more, their pupils know that they do not know it. But most girls and boys regard the workaday world as the real world. They are in their last year at school eager to get into it and are restless at school in consequence. Those who

[1] *Some* freedom of transference is not without advantage as enabling a boy or girl to discover his or her particular bent.

are left in our senior elementary schools after the weeding-out of the scholarship winners are the non-academic type who learn by doing with their hands rather than by listening. Large classes compel the teacher to adopt a sit-still-and-listen-to-me technique in the mere interests of order ; and we still spend far too little on apparatus and accommodation for practical work in small groups of such a kind that its relevance to after-school life is easily recognized.

It is useless to raise the school-leaving age merely to keep children one year longer away from the evils of industrialism. An extension of the school period without a change in its content, having more regard to preparation for entry into work, is not going to give wholly desirable results.

If there is too little preparation in school for entry into work, there is also too little educational activity dovetailed into work. For the very determined, who are willing after a long day's work to sacrifice leisure for study, evening classes provide a large variety of vocational and non-vocational courses even up to degree standard. A remark made by a boy of seventeen at a youth council discussion shows a profound insight : " There are many things which you ought to know by the time you are eighteen which you cannot possibly learn before you are fourteen." This is true not only because the child of fourteen is too young to take in certain things, but because education, except that which concerns the mastery of the tools of speech and writing, must be a commentary on experience.

The total effect of this frustration of youth is cynicism and disillusionment. Boys and girls have sold their labour, their keen sight, nimble fingers and bounding vitality, and have had in return long hours, monotony and no demands upon their skill. At sixteen many of them realize that they have no real niche in society. The attitude of many of our young people is one of hard-boiled cynicism, and our high-minded talk of a new world, in whose making they have so little share, leaves them cold.

PAST APATHY AND PRESENT CONCERN

Educators have been concerned at this wastage for many years past. As long ago as 1918 Mr. H. A. L. Fisher laid down the principle that every boy and girl up to the age of eighteen should be regarded as a citizen in training. In the same year the Fisher Act was passed, containing provisions for part-time day continuation school from school-leaving to eighteen. The scheme was a failure, partly for administrative reasons, but chiefly because public opinion was too apathetic to support education authorities in their hard struggle with industrial and commercial concerns, which (with a few notable exceptions) strongly resented both the cost and the inconvenience caused by the removal of juvenile labour from shops and factories for a day a week and set themselves by various means to make the Act a dead letter.

To-day the situation is different. From industry itself is coming increasing pressure for some extension of education beyond school-leaving age. Some industries, notably mining and cotton, are finding it impossible to enlist all the new recruits they need. They are actively concerned in plans for enlisting and training young people after the

war in order that they may have sufficient skilled workers in the future. There is also an increasing awareness, not universally, but among the most progressive employers and managers, that there are going to be fewer young people in the future and less cheap young labour (if it ever was cheap at such a price), and that therefore quantity will have to be replaced by quality, and indeed can be more than replaced.[1] This result is seen to be achievable only if there is co-operation between industry and education. A better educated boy or girl is needed by industry for training and one who, alongside of training, is receiving continued education.

WHAT NEEDS TO BE DONE

If we are determined to put an end to this lamentable situation, we must direct our energies to four main tasks. These have not been selected haphazard, but have forced themselves to the front in the course of many discussions. They provide a practical programme in which we all can co-operate.

We are in this Letter deliberately limiting ourselves to the human, as distinct from the specifically Christian, good of the boys and girls of the nation. We have urged more than once that the Christian concern about education is directed not to one end, but to two separate, different ends, which have to be pursued simultaneously and with the same ardour, but never confused. The muddled lumping of them together in loose talk about " Christian Education " prevents us from seeing either job clearly and getting down to it effectively. We are concerned here with the tasks not of the Church, but of the nation—tasks which our Christian beliefs and scale of values make us want to see fulfilled in certain ways.

1. *The Awakening of the Imagination*

It is obvious that the reforms we desire are not going to be carried into effect without the exercise of a strongly resolved will to get matters changed. We are influenced by the evidence of statistics, but the real steeling of the will comes from the kindling of the imagination. Looking back, who can fail to see the debt which social reformers owed to those who, like Charles Dickens, without arguing a case, faithfully portrayed what they saw of the social evils of their time in terms of men and women, of flesh and blood ? Only here and there does one come across anything to-day that shows us this kind of picture of boys and girls. We talk of " the adolescent," or of " youth," but to scores of families in which school to eighteen is the accepted rule that vast horde of children hurrying through the dark streets to work long before upper-middle-class breakfast-time are a shadowy unreality. Only when they suddenly come before our imaginations as real children is our will to change things made resolute.

2. *Action on the Education Bill*

The great opportunity of bringing about a far-reaching improvement in the conditions that have been described is the forthcoming

[1] The Nuffield College Statement on Industry and Education, drawn up by a group of leading industrialists and educators.

Education Bill. Christians ought to seize the opportunity with both hands. From the speeches of the President of the Board of Education and from the Prime Minister's broadcast, we may be sure that the Bill will contain proposals for a great widening of the door of opportunity for the youth of the nation. We ought to do everything in our power to enlist public support for such an advance. We can begin making preparation for this now.

It is certain that the necessary changes cannot be made without some people thinking that they are hurt. There will be features of the Bill which one group or another dislikes. The nature of the opposition will only become apparent when the terms of the Bill are known. If we want things to be changed, it is our business to find out what are the real forces of opposition and to overcome them.

If the battle against selfish interests and inertia is to be won, those who have the cause of youth at heart will need to preserve a sense of proportion and save their heaviest guns for the most important targets. Educators must not allow differences about secondary matters, however important in themselves, to impair the solidarity of the common front on the main issues. Above all, the Christian forces must not allow themselves to be so pre-occupied with the clauses relating to the dual system and religious teaching that the fate of our boys and girls becomes of secondary consequence. Strong, united, unequivocal Christian support for a national effort to secure the largest human good of our boys and girls in education and employment might be decisive. It would at the same time create the atmosphere in which questions relating to religious education could be approached with the greatest hope of arriving at the right solution.

3. *Making up our Minds what Kind of Men and Women we Want*

A large part of the thinking of those who are concerned about the future of education is directed to the legislative and administrative changes that are necessary to give youth its chance. This is from one point of view necessary and right. Without legislative sanction and provision the task cannot be attempted at all. But the Bill can give us only the outward shell. Suppose the nation really decides that all boys and girls shall be regarded up to eighteen as citizens in training, the vital question remains, " What kind of citizens and persons do we want them to be ? "

To embark on a really new adventure like continued part-time education, in which a new synthesis has to be found between school and employment, gives us the chance of thinking out afresh what we are really after. Practical arrangements, like the selection of teachers and the choice of buildings, ought to be subordinated to the major question, " Where do the interests of the young people lie, and what type of education will best fit them to be not only productive workers, but successful home makers and responsible citizens ? "

Some indication of the form which part-time education might take may be gained from existing experiments, some of which are described in this week's Supplement. It is clear that there is need for experiment on a large scale. There is room for the recruitment of

teachers from a wide field, e.g. from industry and from the Forces. There is certainly here a Christian vocation to service.

We have put the emphasis on fresh thought about the new problems of part-time education in the light of fundamental values. But to tackle this problem in the way it ought to be tackled will certainly compel fresh consideration both of what is done in the school in the preceding years and of the training of teachers.

Two questions ought to engage the serious attention of Christians. First, can we help to convince the nation that it must make up its mind what it really wants to make of its boys and girls ? Secondly, can we as Christians participate so effectively in the making of the decision that it will be vitalized and enriched by specifically Christian insights ?

4. *An Educative Purpose in Industry*

Some would regard it as a forlorn hope that industry itself should become educative. They incline to look upon part-time education and an enriched leisure as compensations for a working life of meaningless repetitive drudgery. If we thus abandon daily work to the devil our society is sunk. Here is the point at which we need the clearest vision and the firmest action.

It will undoubtedly be necessary that there should be far stricter control of the working activities of those under eighteen. Hours must be shorter. Certain of the most tedious and tiring repetitive processes must be banned for all under eighteen : there is strong evidence that if they were, inventive ingenuity would find a machine to do them. The rightness of putting young people on to piece work ought to be seriously questioned. It is a handy incentive to output used not only in the factory workshop, but also in type-writing pools in offices. It assumes that the only interest the worker has in the job is in doing it for money, and the assumption fosters that attitude.

We cannot escape the fact that industry not only ought to be, but *is*, an educative factor in the lives of those who are engaged in it. It moulds attitudes, habits and character. For many their place of work and the people they work with are the real community. But the present tragedy is that so much of the work which young people do seems so utterly meaningless. They wind wires, apply spanners, type memoranda and file accounts, without any conception of a larger whole to which they are contributing their part.

Some war-time experiments point to one way in which a lost sense of the social significance of work can be recovered. In a factory in South London, for example, girls are employed in packing a certain product. In one department this work is being done for prisoners of war. On the walls there are pictures showing the assembling, transport and delivery of prisoners of war parcels, and officials of the Red Cross have on occasions talked to the girls and told them the significance of their work. The result is that in that department output is eighteen months ahead of schedule, and the girls prefer it to any other department in the factory.

In a certain foundry men and boys were engaged in making a specially processed steel. The work is dull, uncomfortable and dirty. A surgeon from a London hospital was brought to the foundry by the

manager to talk to the men about the surgical instruments for which this steel was used. The result has been a demand for a whole course of talks on the history, manufacture and use of surgical instruments.

Dull work can become meaningful when those who do it see why and for whom they are doing it.[1] It ought to be impossible for boys and girls to spend weeks repeating an action the purpose of which they do not understand. It could be made impossible if they were shown the whole of the processes which make the finished article, and by means of talks, films, pictures, models and every other modern educational device came to see not only the process by which the article is made, but its use in the community. It would be no bad thing if a number of articles now produced failed to convince anybody that they had any real social value.

YOUTH SERVICE VOLUNTEERS

The heartiest welcome must be given to the camps for boys and girls provided from now onwards by the public-spirited, private initiative of a group who have formed an organization known as Youth Service Volunteers.[2] The plan has the support of a number of progressive industrialists and well-known educators. The camps provide for forestry and salvage work for boys, and for fruit-picking in the season for girls and boys. They offer to young people in industry a period of open-air and camp life which may have a marked influence on both their physical well-being and their sense of social responsibility. They bring together boys and girls from every grade and occupation, from both school and workshop, and provide opportunity for recreation and education. The experience gained last year has proved that those who attended the camps not only enjoyed this form of work-holiday, but returned to their jobs in a fitter condition.

The camps have the support and co-operation of the Ministry of Labour and other ministries. An appeal has been made to employers to release an agreed number of boys every month. The camps are available to volunteers between the ages of twelve and twenty, but those attending the forestry camps should be at least fifteen years of age. In order that the camp may be a real community, each camp is limited to fifty, and a two or three weeks' stay is normally required from each camper. The title, Youth Service Volunteers, has been chosen by the boys who took part in last year's experimental camps, and it is significant that the present initiative comes largely from the boys themselves, with the encouragement of a group of younger men and women interested in social welfare.

The idea of a month's training holiday with pay for boys and girls in industry, which is the goal towards which camps of this nature point, is one for which Mr. Kurt Hahn has for long ardently and convincingly argued. In association with Gordonstoun School, of which he is the Headmaster, monthly training courses are provided at Aberdovey, with particular emphasis on seamanship.

[1] The study of unemployment has shown the vital importance to human happiness of a sense of belonging to a social pattern; but there is only beginning to dawn a recognition that some of those who are in work may also lack this satisfaction.

[2] 19 Cowley Street, London, S.W. 1.

A LEAD FROM MANCHESTER

It is often a sign of the working of spiritual forces beneath the surface on a wide scale when small groups are prompted to come together by a serious concern about their Christian responsibilities. One such group, consisting of laymen prominent in the life of the city, has been meeting for some months in Manchester. Conscious of the part which Manchester has played in the history and social life of England, they have issued a public invitation to their fellow citizens to a meeting on June 4th to consider what can be done to ensure that future action by the people of this country in both the national and the international field shall be built on true moral and spiritual foundations. The American Ambassador has consented to speak at the meeting.

The letter bears the signatures of fourteen names that command respect in the spheres of industry, trade unionism, commerce and education. It names as among the solid foundations of a peaceful and co-operative world order "adhesion to the pledged word, honesty between man and man and nation and nation, kindliness and tolerance." The writers say that they know of nothing other than the fundamental principles of Christianity which can serve as a mainspring for action or a touchstone by which one policy can be judged against another.

They want to make sure that British action will in the future be guided by these principles, and believe that if this is to be brought about two things are necessary. The first is that some means must be provided to enable men and women to affirm their convictions and their determination to conduct their own affairs, and to influence the affairs of the nation, on Christian principles. The second is that laymen in particular should be induced to give serious consideration to the problems involved.

The move has met with a remarkable response. The letter has been published in the press throughout the country and strongly supported in many editorial articles, notably in the provincial press. A large correspondence also has reached the signatories to the letter.

Many will be grateful to Manchester for this lead. That a group of Christian laymen have taken their stand and decided to act is full of encouragement. A host of difficult problems will be encountered in translating the declaration of purpose into fruitful action. But the nation has confronted and overcome colossal difficulties in the war, and we need to face the tasks of reconstruction with the same courage and determination.

Yours sincerely,

J. H. Oldham

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THE CHRISTIAN NEWS-LETTER

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PART-TIME EDUCATION

It is now very widely recognized that our habit of allowing the overwhelming majority of our children to proceed from school to work at the age of fourteen, in a fashion which can be justly compared to walking over the edge of a precipice, is a thoroughly bad and wasteful piece of national policy. There are improvements to be made in the field of school at the top of the precipice, and boulders to be removed from the beach of industry and commerce below it, but many would say that our most urgent task is the building of a ramp down this precipice by continuing education for at least two years after beginning work.

The determination to build this ramp from school to work leads us at once to examine the efforts of those who, realizing the need, have made as it were pathways down the cliff here and there, or, abandoning a metaphor which has served its purpose, to ask whether there is any sort of part-time education going on at this moment in this country which could be adapted and developed into a national scheme.

EDUCATION-BY-NIGHT

There are first of all innumerable facilities provided by local education authorities, by commercial enterprise and by voluntary bodies for obtaining education of one kind and another after working hours. Everything from the semi-recreational drama group and the village choral society to the purely vocational course in electrical engineering or shorthand typing at the evening classes of a technical or commercial college is education of a sort, although at one end it shades off into pure recreation and at the other into vocational training.

The registration of sixteen- to eighteen-year-olds has given us for the first time a fairly accurate picture of what this age group does with its evenings. Even when national service activities, such as Home Guard and A.R.P., were added to those which could be deemed in the widest possible sense as educational, they included only half the total number in that group.

About a year ago, when the facts of the registration of youth were becoming generally known, and when the air was full of stories of boys who had detested arithmetic at school cheerfully solving quadratic equations in the A.T.C., there was much talk of the possibility of somehow using the popularity of the pre-service training units after the war in order that all the youth of the country might receive the benefits of the educative discipline given to their members by the best voluntary organizations. It was certainly to the good that we had moved far enough from a view of education which stopped short at the classroom walls to be able to recognize a good club as "educational"; but out of all the dust of controversy aroused by the Conservative Party's *Plan for Youth* two conclusions emerged—first, that unless there were some measure of compulsion we would never get 100 per cent membership of any scheme for youth, and second, that the compulsion of leisure in peace-time, even for education, was one of those things which by and large this country did not believe in. If education is to be continued for every boy and girl after school ends, education-by-night is not the way to do it. For the building of the ramp all eyes are now turned to the group of ideas represented by the letters D.C.S.

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DAY CONTINUATION SCHOOL

This clumsy and unattractive name has the merit of describing the three main requisites of part-time education. It must be given by day, when the mind is fresh and when a sufficiently long consecutive period can be devoted to education: it will, in short, involve release from work for at least one day a week. Continuation implies that we recognize that education up to fourteen or even fifteen or sixteen is not a finished process, completed and stabilized. Not only is there more to be learned, but what has already been learned can be forgotten if it is not used. This applies to the actual techniques of reading, writing and numbering, as well as to the memory of facts.

Perhaps the most difficult thing to achieve in part-time education is the idea of a "school." It would be comparatively easy to send boys and girls to this and that educational institution for a series of courses of instruction, but this would miss half the real point of the scheme. The real loss to a child on leaving school is not so much the systematic instruction he was receiving as that he ceases to be a member of a community in which he really counted because it existed for him and not he for it, and which in all sorts of ways, many of them quite indefinable, inculcated certain values, standards and habits. What is needed for the adolescent is that, simultaneously with being the most insignificant member of his working community, he should belong to another community which exists for him and in which he can exercise some initiative and responsibility. This is what the word "school" ought to mean; but if its use is thought to imply "being a kid again," then some other word such as "college," which carries the same content of "a community," ought to take its place.

To achieve the feel of belonging to a community on one day a week is exceedingly difficult. A building capable of accommodating three hundred would be used by no less than fifteen hundred in a five-day week, with no three hundred overlapping with any other. It is because, in spite of this handicap, the Rugby Day Continuation School, from what I have seen of it, does seem to have succeeded in becoming a school and not a series of courses of instruction, that it comes nearer to being a desirable pattern than any other, though the question of the adequacy of one day as the ideal needs careful consideration.

THE FISHER ACT

The Fisher Act of 1918 empowered local education authorities to provide day continuation schools for those who had left school. In many places no attempt was made by local authorities to use their powers, in others the scheme was tried and failed. It was probably doubly premature: very few employers were then willing to put up with the inconvenience and expense of releasing young people from work for something which had no obvious immediate value for themselves, and from the educational point of view to graft continued education on to the elementary school as it was before the Hadow reorganization was an exceedingly difficult task.

In spite of these difficulties some day continuation school experiments have survived. There are about twenty schools under local authorities at which attendance is voluntary. Most of these are run in conjunction with technical colleges. Most of them draw the bulk of their members from one or two large firms: in some cases a firm shares in the cost and running of the school. They exist chiefly because certain industries need boys and girls with a higher all-round educational standard than is provided by an elementary education, and because they supply some part of the training which the firm is giving to its apprentices or to its office or laboratory staff.

In addition to day continuation schools run by local education

authorities there are about a dozen [1] large firms which run schools for their own employees on their own premises, some with and some without the co-operation of the local education authority. Finally, alone in all its glory, the Warwickshire Education Authority runs the only statutory day continuation school in the country, the Rugby Day Continuation School, with compulsory attendance on one day a week by every boy and girl resident in or employed in the town who is under sixteen years of age.

SCHOOLS WITHIN INDUSTRY

Two firms of shoe manufacturers at Street, Somerset, co-operate in running the Strode Half-time Day Continuation School for about a hundred girls and sixty boys in their employ. The school is on a half-time basis, the boys and girls attending for either the morning or the afternoon of every day. Attendance is a condition of employment and a deduction is made from wages for time lost, although a payment made for attendance at school very nearly makes good the deficit. The teaching staff are expected to know the work of the factory in every department, so that they can advise on the changing of boys and girls from one to another. The Board of Education contributes half the cost and inspects the school. The school is, in the words of one of the directors of one of the firms, "an essential part of efficient labour management . . . the advice given to the management saves innumerable misfits and so reduces labour turnover." [2] The school gives a continued general education in a number of subjects, with great emphasis on English. The lack of ability on the part of so many people to express themselves simply and clearly in speech and writing, and the narrow vocabulary on which they depend are constant barriers to progress in technical knowledge and sources of misunderstanding between management and worker. Along with "school" subjects, gardening, hand shoemaking, drawing and woodwork, etc., are included. The half-time scheme means that a double staff of juveniles is employed. Most of these find employment in the industry, others leave at sixteen, and only a very few have to be dropped for lack of openings for them.

Another similar scheme is that run by Messrs. Boots at Nottingham, where there are seven hundred and fifty employees in attendance at their school. The teaching staff in this case is provided by the local education authority and the buildings by the firm. The main emphasis is laid on English, biology and physical training, and there is very thorough medical supervision. One interesting feature is the effort made by the firm to give boys and girls who come from elementary schools at fourteen a chance to catch up with those who enter the firm from secondary and technical schools at sixteen, by providing opportunities for training for those who are eager to get on. Again experience has proved the value both to employees and to the management of having within the factory itself an education staff with a knowledge not of the juveniles of one department, but of all the boys and girls in the factory.

But in spite of all the advantages of this very close dovetailing of school and work, one is compelled to take a wider view. Only the large firms, and they are only a tiny fraction of the total number of firms in the country, can run a day continuation school; but a continuation of schooling is needed quite as urgently by shop assistants, domestic servants, plough boys, and workers in innumerable

[1] Many more, of course, provide certain courses of instruction for apprentices and employees.

[2] From a speech made by Mr. J. Anthony Clark at the 1942 Conference of the British Association for Commercial and Industrial Education, 20 Russell Square, London, W.C. 1. The reported findings of this conference (price 1/-) contain much valuable information on part-time education in industry.

small offices, workshops and garages. On the whole, the large firm gets the cream of elementary school boys and girls because it provides most opportunities. Our educational system is already dangerously addicted to cream-skimming: we do the best we can for the best of our boys and girls, and then we look round afterwards for ways and means of doing justice to the residue. Over and above the advantage of mixing boys and girls from different firms and types of work is the supreme one of making day continuation school independent of changes in industrial policy and an integral part of national education, capable of being changed and modified to fit other parts of it. The same question, whether some parts of continued education should not be handed over to a specialized group will arise in rural areas where the Ministry of Agriculture may wish (as the Luxmoore Report gives token) to keep all agricultural education under its own control. In this connection the day continuation schools run by the Kent Education Committee in four centres for rural workers—which give continued education with a rural bias, introducing such subjects as soil biology—are of great interest.

THE RUGBY SCHEME

The Rugby Day Continuation School is a large building side by side with the Art and Technical College with which it shares eight acres of surrounding garden and playing fields. The boys and girls enter the school in batches at the end of every term as they leave day school, and they stay for six terms. Each entry takes over the day vacated by those who have left, so that with small adjustments all those who left school at the same date come to day continuation school on the same day, Tuesday carrying a double number with no school on Saturday. Each "day" is divided for boys into "industrial" and "distributive," and for girls into "commercial" (from offices) and "housecraft" (from shops and domestic service). The curriculum varies a little between the groups. The day is a full working day, 8.30 a.m. to 5 p.m.

Two things are remarkable about this experiment. A very large number of evening and Saturday activities both recreational and educational, are provided in the Day Continuation School and the College buildings, and these are made to fit to the day-time classes. Thus if a boy is interested in the handicraft course in wood and metals in the Day Continuation School, he can in the evenings join an engineering model club, a flying model club, a light crafts group or a toy making club. Seventy-five minutes of each day is devoted to physical training, and there is a wealth of outdoor activities after work hours including a summer camp. Sixty per cent of those who attend the Day Continuation School voluntarily attend extra evening classes, and many have continued evening education after leaving the school.

The second remarkable fact seemed to me the extent to which a corporate sense had been achieved. The education committee has planned for a large hall, capable of holding the whole of the Day Continuation School at one time, and this will be built after the war for functions of all kinds. Inter-day sports, competitions, concerts, socials for parents, dances and exhibitions all help to foster the sense of a community, and as much responsibility as possible is given to student committees. It is remarkable that so much can be done by continuing schooling for one day a week. The clue to the success is that everything is of the best—buildings, equipment and staff. The education authority and the large firms in Rugby have believed in this scheme and have carried it to success over difficulties and criticism. Similar vision and drive are wanted now on a national scale, especially in places which have not the initial advantages with which Rugby began.

K. B.

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